

PURPOSE, FUNCTION AND PRINCIPLES OF LANGUAGE LEARNING EVALUATION

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Abstrak

In essence evaluation is a process. Therefore the implementation of the evaluation of learning includes several stages. In general, the learning evaluation stage consists of 4 stages, namely (1) the preparation stage, (2) the implementation stage, (3) the processing stage of the results, and (4) the follow-up phase. The position of evaluation in the learning process is as the final part of a series of three basic components of the implementation of learning, namely learning objectives, learning activities, and evaluation process and learning outcomes. In practice, evaluation should be realized based on principles that emphasize the importance of the following evaluations: (1) identification of evaluation objectives; (2) select evaluation techniques in relation to those objectives; (3) use evaluation techniques; (4) be aware of technical limitations Evaluation, and (5) consider evaluation as a process of obtaining information to be used as a basis for determining student learning progress. Based on the explanation can be stated that the evaluation is a series of efforts undertaken to obtain information from students / students systematically arranged and based on instructional goals which then used for decision making in education.

Keywords: Purpose, Fuction, Principles, language learning evaluation

I. Back Ground

In each evaluation activity, the first step you should take into account is the purpose of the evaluation. The determination of evaluation objectives depends on the type of evaluation used. The objectives of the evaluation are general and specific. If you formulate the objectives of the evaluation that are still general, then you should specify these general goals into specific objectives, so that it can lead you in drawing up problems or developing other evaluation instruments.

There are two ways you can take to formulate specific evaluation objectives. First, make a detailed scope of evaluation. Second, do the details of the mental process to be evaluated. The first way deals with the breadth of knowledge according to the syllabus of the subject and the second way relates to the knowledge level, as developed by Bloom et al.

Regarding the relationship between evaluation and teaching, Parnel (Purwanto, 1984) mentioned that measurement is the first step of teaching. Without measurement there will be no assessment. Without judgment there will be no feedback. Without feedback will not get good knowledge about the results. Without knowledge of the results there can be no systematic improvement in learning.

Authentic assessment is the process of collecting information by teachers on the development and achievement of learning by students through various techniques that are able to reveal, prove, or demonstrate appropriately that the learning objectives have been completely mastered and achieved (Hayat, 2003: 3). Furthermore, the principles that must be applied in authentic assessment are: a. The assessment process is an integral part of the learning process; B. Assessment should reflect real-world problems, not the problems of the school world; C. Assessments should use a variety of measures, methods, and criteria that match the characteristics and essence of the learning experience; D. Assessment must be holistic which covers all aspects of the learning objectives (cognitive, affective, psychomotor).

In addition to the evaluation objectives, you should also understand the evaluation function. The evaluation function is quite extensive, but at least you can review it from the type of evaluation used, such as formative evaluation and summative evaluation. Another thing that is considered important is the principle of evaluation. A good evaluation is an evaluation that adheres to the principles of evaluation, whether of general or special nature.

Language tests are very important in language learning because the tests can monitor the success, both learners and learners in achieving their goals. For the learner, the test can be used to find out how much achievement has been

achieved, that is, the ability that has been obtained, while for the learner, the test can be used to know the effectiveness of approach, method, technique, and facility used in the process of learning. This small paper will discuss purpose, function and principles of language learning evaluation.

II. Discussion

2.1 Objectives of Language Learning Evaluation

If we want to conduct an evaluation activity, regardless of what type of evaluation is used, then the teacher should know and understand first about the purpose and function of the evaluation. If not, then the teacher will have difficulty planning and executing evaluation. Almost everyone who discusses evaluation also discusses the purpose and function of evaluation. The purpose of the evaluation of learning is to know the effectiveness and efficiency of the learning system, whether concerning the purpose, materials, methods, media, learning resources, environment and the assessment system itself. While the specific objectives of the learning evaluation are tailored to the type of learning evaluation itself, such as planning and development evaluation, evaluation of monitoring, impact evaluation, efficiency-economic evaluation, and comprehensive program evaluation.

In a broader context, Sax suggests the purpose of evaluation and measurement is to "selection, placement, diagnosis and remediation, feedback: norm-referenced and criterion-referenced interpretation, motivation and guidance of learning, program and curriculum improvement: formative and summative evaluations , And theory development ". (Selection, placement, diagnosis and remediation, feedback: interpretation of norms and references, motivation and learning guidance, program and curriculum improvement: formative and summative evaluation, and theory development).

You need to know that evaluation is widely used in various fields and activities, such as guidance and counseling, supervision, selection, and learning. Each field or activity has a different purpose.

In guidance activities, the purpose of evaluation is to obtain information thoroughly about the characteristics of learners, so that can be given guidance as well as possible. Similarly, in the supervision activities, the purpose of evaluation is to determine the state of an educational or learning situation, so that efforts can be improved to improve the quality of education in schools. In selection activities, the purpose of evaluation is to know the level of knowledge, skills, attitudes and values of learners for a particular type of job, position or education.

According to Kellough and Kellough in Swearingen, the purpose of assessment is to help learners learn, identify the strengths and weaknesses of learners, assess the effectiveness of learning strategies, assess and improve the effectiveness of the curriculum program, assess and improve the effectiveness of learning, provide data that helps in making decisions, And involving parents of learners. Meanwhile, Chittenden (1994) suggests the purpose of assessment is "keeping track, checking-up, finding-out, and summing-up".

- 1) Keeping track, which is to track and track the learning process of learners in accordance with the planned implementation of learning. For that, teachers must collect data and information within a certain time through various types and assessment techniques to obtain a picture of the achievement of student learning progress.
- 2) Checking-up, which is to check the ability of learners achievement in the learning process and the shortcomings of learners during the learning process. In other words, teachers need to make an assessment to find out which part of the material has been mastered by the learner and which part of the material has not been mastered.

- 3) Finding-out, which is to search, find and detect deficiencies or weaknesses of learners in the learning process, so that teachers can quickly find alternative solutions. Summing-up, which is to conclude the level of mastery of learners against the competencies that have been set. The results of this conclusion can be used by teachers to prepare progress reports on learning to various interested parties.

The objectives of the language assessment of learning outcomes are:

- 1) To know the level of mastery of the participants of the materials that have been given.
- 2) To know the skills, motivation, talents, interests, and attitudes of learners to the learning program.
- 3) To determine the level of progress and conformity of learning outcomes of learners with the standards of competence and basic competencies that have been set.
- 4) To diagnose the advantages and weaknesses of learners in following the learning activities. The advantage of learners can be used as a basis for teachers to provide coaching and further development, while the weakness can be used as a reference to provide assistance or guidance.
- 5) For selection, that is choosing and determining the learners in accordance with certain types of education.
- 6) To determine the class increase.
- 7) To place learners according to their potential..

You also need to know the progress of learners, because knowledge about the progress of learners have a variety of purposes. First, you can know the position of learners in the group. You can predict whether a learner in his or her group can be included in the usual or superficial class of children in the supergenius or slow progress. You can also make realistic plans for the future of the child. This is important, because the success of the learner as a community

member in the future will be determined by the presence or absence of this realistic planning of the future. Secondly, if the knowledge of the progress of the learners is combined with the knowledge of the capacity of the learners, Used as a guide about the seriousness of the child's efforts in his education program. Through these instructions we can also help learners in accordance with the expected competencies. Any goal to be achieved, you still have to evaluate the ability of learners and other learning components.

2.2 Language Learning Evaluation Functions

Basically, the test is done for the benefit of both parties, ie learners and learners. The purpose of the test is to explore how much the learner's ability to deliver the material to the learner and to the learner as a guide to how much material they can absorb during the learning process. From the test results, the learner / syllabus builder can change / improve the syllabus, method, and media. The test is an information gatherer (Zuhud, 1995: 10).

Notwithstanding the importance of the test in language teaching, according to Harris (1967: 2-4) the language test has six related and non-exclusive objectives: (1) to determine the reader's readiness to accept a lesson program, (2) to Grouping or putting the learner in the right class, (3) to know the specific strengths and weaknesses of the individual being tested, (4) to measure learning talents, (5) to measure the extent of achievement of the learning objectives of the learner, and (6) to assess the effectiveness of the lesson . In summary, the six items are classified as general proficiency tests (1-3), aptitude or aptitude tests, (4) and achievement tests (5 and 6). A general ability test is used to determine a person's ability at the time of test (as a result of his or her overall learning), which can also be used as a basis for predicting what might be achieved next. The aptitude test shows the individual's ease of acquiring special skills and ease of learning. The achievement test shows the breadth of skills and individual knowledge gained in formal learning

Cronbach (1963: 236) explains "evaluation used to improve the course while it is still fluid contributes more to the improvement of education than evaluation used to appraise a product already on the market". Cronbach seems to emphasize the evaluation function for improvement, while Scriven (1967) distinguishes the evaluation function into two types, namely formative function and summative function. Formative function is implemented if the results obtained from the evaluation activities are directed to improve the particular part or most of the curriculum section that is being developed. While the summative function is associated with the inference about the goodness of the system as a whole. This function can only be implemented if the development of the learning program has been considered completed.

According Damaianti (2007: 9) tests involving language competence can be broadly grouped into tests of structure and vocabulary. The objectives of this structure include the understanding and use of word, phrase, and sentence formation.

The evaluation function is quite broad, depending on where you look at it. When we look at it thoroughly, the evaluation function is:

- 1) Psychologically, learners always need to know until where the activities that have been done in accordance with the objectives to be achieved. Learners are immature people. They still have heteronomous attitudes and morals, requiring the opinions of adults (such as parents and teachers) as a guide for them to orientate in certain situations. In determining their attitudes and behavior, they generally do not stick to guidelines that come from outside themselves. In learning, they need to know the learning achievement, so that he feels satisfaction and tranquility.
- 2) Sociologically, evaluation serves to determine whether the learners have been able to plunge into society. Able in the sense that learners can communicate and adapt to all levels of society with all its characteristics. Furthermore, learners are expected to foster and develop all the potential

that exists in society. This is important, because the inability of the students plunge into the community will give its own size to the educational institution concerned. Therefore, learning materials must be in accordance with the needs of the community.

- 3) Didactic-methodical, evaluation serves to assist teachers in placing learners in certain groups according to their ability and skill respectively and assist the teacher in an effort to improve the learning process.
- 4) Evaluation serves to know the position of students in the group, whether he is including children who are smart, moderate or less clever. This relates to parental attitudes and responsibilities as first and foremost educators in the family environment. You and your parent need to know the progress of the learner to determine the next steps.
- 5) Evaluation serves to determine the level of readiness of learners in taking education programs. If learners are considered ready (physical and non-physical), then the education program can be implemented. Conversely, if the learners are not ready, then the education program should not be given first, because it will lead to less satisfactory results.
- 6) Evaluation serves to assist teachers in providing guidance and selection, both in order to determine the type of education, majors, as well as increase the class. Through evaluation, you can know the potential of learners, so as to provide guidance in accordance with the expected goals. So is the class increase. If the learner has not mastered the specified competence, then the learner should not be raised to the next or higher grade. This failure is the result of an evaluation decision, so you need to have more professional guidance.
- 7) Administratively, evaluation serves to provide reports on the progress of learners to parents, government officials who are authorized, principals, teachers and learners themselves. Evaluation results can provide a general overview of all business results undertaken by educational institutions.

Meanwhile, Stanley in Oemar Hamalik (1989: 6) suggests specifically the function of tests in learning that are categorized into three interrelated functions: "instructional functions, administrative functions, and guidance functions".

1. Instructional function

- a) The construction process of a test stimulates you to explain and reformulate meaningful learning objectives (basic competencies). If you are actively involved in the formulation of learning goals (basic competencies and indicators), you will be encouraged to improve the learning experience program for learners, as well as improving the evaluation tool itself..
- b) A test will provide feedback to the teacher. Feedback sourced from test results will help you to provide more meaningful learning guidance for learners. A well-designed test can be used as a tool for self-diagnosis of learners, namely to examine the weaknesses that are felt by themselves.
- c) Thoroughly constructed tests can motivate learners to learn. In general, each learner wants to succeed well in every test he takes, even want better than his classmates. This desire will encourage him to learn better and thoroughly. That is, he will fight with time to master the subject matter to be evaluated.
- d) Repetition is a meaningful tool in the framework of mastery or consolidation of learning (overlearning). This Deuteronomy is conducted in the form of reviews, exercises, skills development and concepts. Stabilization, mastery and development of retention will be better if repeated periodically and continuously. Although the learner can answer all the questions in the test, but the replication remains of great benefit, because the mastery of the subject matter will grow steadily.

2. Administrative functions

- a) A test is a mechanism for controlling the quality of a school or a school system. Local norms as well as national norms provide the basis for

looking to assess school curricular effectiveness and weaknesses, especially if local areas do not have tools that can be used to carry out periodic evaluations.

- b) The test is useful for evaluating the program and conducting research. The success of an innovation program can be seen after the measurement of the program results in accordance with the specific objectives that have been determined. The experimental method of teaching to find effective and efficient ways of learning for learners can only be done after a series of experimental activities, then it can be measured by test.
- c) The test can improve the quality of the selection results. Selection is often done to determine the talent of learners and possibly succeed in his studies at an educational institution. Whether a candidate chooses a skill in carrying out a specific task, whether the learner is classified as an underdeveloped child, and so on. Selection results are often used to locate and classify learners in terms of guidance programs. You can also use test results to determine whether learners need to be mentored, trained, treated, and fingered.
- d) The test is useful as a tool for accreditation, mastery, and certification. The test can be used to measure the competence of a graduate. For example, a prospective teacher can already be said to have the expected competence after he is able to demonstrate his abilities in the classroom. To know the level of mastery of competence, then provide a certificate, required measurement with a particular tool, namely the test.

3. Guidance function

Tests are very important for diagnosing the special talents and abilities of learners. Scholastic talents, achievements, interests, personality, are important aspects that must be given attention in the process of guidance. Information from the standard test (standarized test) can help guidance and selection activities to a higher school, choosing majors / study programs, knowing ability, and so forth.

Based on the above explanation, the learning evaluation function is:

First, for improvement and development of learning system. As you know that learning as a system has various components, such as goals, materials, methods, media, learning resources, environment, teachers and participants. Thus, the improvement and development of learning should be directed to all the learning components.

Secondly, for accreditation. In constitution No. 20/2003, Chapter 1 of Article 1 Paragraph 22 states that "accreditation is an activity of assessment of program feasibility in educational unit based on predetermined criteria". One component of accreditation is learning. That is, the accreditation function can be implemented if the learning evaluation results are used as the basis of accreditation of educational institutions.

While the assessment function of learning outcomes are:

- 1) Formative function, namely to provide feedback (feedback) to the teacher as a basis for improving the learning process and held a remedial program for learners.
- 2) Summative function, which is to determine the value (number) progress / learning outcomes of learners in certain subjects, as material to provide reports to various parties, determination of class increase and determination of passing or not learners.
- 3) Diagnostic function, namely to understand the background (psychological, physical and environmental) learners who have learning difficulties, where the results can be used as a basis in solving these difficulties.
- 4) Placement function, ie to place learners in appropriate learning situations (eg in the determination of specialization programs) in accordance with the level of ability of learners.

2.3 General Principles of Evaluation

To obtain a better evaluation result, you should consider the following general principles of evaluation:

1. Continuity

Evaluation should not be done incidentally, because learning itself is a continuous process. Therefore, you should conduct a continuous evaluation. The results of the evaluation obtained at a time should always be linked to the results of the previous time, so that can be obtained a clear and meaningful picture of the development of learners. The development of learners learn can not be seen from the dimensions of the product alone but also the dimensions of the process even from the input dimension.

2. Comprehensive

In evaluating an object, you must take the whole object as an evaluation material. For example, if the object of the evaluation is a learner, then all aspects of the personality of the learner should be evaluated, whether involving cognitive, affective and psychomotor. Likewise with other evaluation objects.

3. Fair and objective

In carrying out the evaluation, you must be fair without any favoritism. All learners should be treated equally without "feather view". You also should act objectively, as it is in accordance with the ability of learners. Negative like and dislike attitudes, feelings, desires, and prejudices must be kept away. Evaluations must be based on actual facts (data and facts), not manipulation or engineering results.

4. Cooperative

In the evaluation activities, you should work with all parties, such as parents of learners, fellow teachers, principals, including with the learners

themselves. This is so that all parties are satisfied with the evaluation results, and the parties feel appreciated.

5. Practical

Practical means easy to use, both for yourself who set up evaluation tools and others who will use the tool. For that, you should pay attention to the language and instructions on the problem.

In the context of learning outcomes, the Ministry of National Education suggests the general principles of assessment is to measure clearly defined learning outcomes and in accordance with competencies and learning objectives; Measuring representative sample behavior of learning outcomes and materials covered in teaching; Includes the types of assessment instruments most appropriate for measuring desired learning outcomes; Planned in such a way that the results are in accordance with those used specifically; Made with greatest reliability and must be interpreted with caution; And used to improve learning processes and outcomes.

In the assessment of learning outcomes, you should also consider the following:

- 1) Assessment should be designed in such a way that clear ability should be assessed, the material to be assessed, assessment tools and interpretation of assessment results.
- 2) Assessment should be an integral part of the learning process.
- 3) To obtain objective results, the assessment must use various instruments (instruments), whether in the form of tests or non-tests.
- 4) Selection of assessment tools must be in accordance with the competencies set.
- 5) Assessment tools should encourage students' reasoning and creativity skills, such as: essay written tests, performance tests, student work, projects, and portfolios.

- 6) Object assessment should include aspects of knowledge, skills, attitudes and values.
- 7) Assessment should refer to the principle of differentiation, namely to provide opportunities for learners to show what is known, what is understood and what can be done.
- 8) Assessment is not discriminatory. That is, the teacher must be fair and honest to all learners, and responsible to all parties.
- 9) Assessment should be followed up with follow-up.
- 10) Assessment should be life-oriented and educational.

III. Conclusion

Assessment is an activity to make decisions about the learning outcomes of each student, as well as the success of students in the class as a whole. Assessment is also an indicator of teacher success in the learning process. The purpose of assessment in learning is to know the position of students in groups in the class. In addition, as feedback for teachers to know the accuracy of the selection of programs and methods used, to analyze the constraints of students in the learning process, and put information that can be taken into consideration the next step.

- 1) From the above description can be concluded to be some of the following important points,
- 2) Evaluation is the process that determines the condition where a goal has been achieved.
- 3) Achievement of learning in the classroom can be done by measuring through two ways, namely the level of standard achievement that has been determined, and through tasks that can be completed students completely.
- 4) Learning Evaluation has several important characteristics, has indirect implications to the students, is more incomplete, has a relative meaningful attitude.

- 5) The function of evaluation of learning, as a tool to determine whether learners have mastered the knowledge or skills that have been given by a teacher.
- 6) There are at least 6 objectives of learning evaluation, assessing the achievement of goals, measuring various aspects of varied learning and so forth..

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